

# Herons' Moor Academy PE

Curriculum overview and plan  
2019/20



Supported by:



## Intent:

We will give every pupil a fair opportunity to access the components of our PE curriculum in order to reach the following objectives:

Children to leave Herons' Moor Academy with a positive relationship to physical health, activity and personal wellbeing. Children will understand that a positive relationship to physical health, activity and personal wellbeing will result in increased opportunities and a longer & better standard of life.

Children to use physical education at Herons' Moor Academy to develop their understanding of 'fair play', 'sportsmanship', 'team work', 'passion' and 'competition - winning and losing'.

Children to have a sound knowledge of the basic skills needed to access specific sports.

Children to use physical education at Herons' Moor Academy to develop themselves as a whole person - mentally, personally, physically and socially.

# Implementation:

## PE Lessons

Intent of action -

Structured lessons each week for every pupil, allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills, develop the values of the school's PE department and to build a positive relationship with physical health.

How is it implemented -

All staff have access to a bank of structured lessons. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons. Each lesson plan is pre-created but gives the teacher flexibility to alter elements in order to give the pupils the best learning experience. Each lesson has a social, personal and technical objective, ensuring that the whole person is developed throughout. Teachers will make links to the school values where appropriate in order to enhance children's understanding of the values associated to physical health and sport. We have also developed a curriculum map to guide teachers throughout the year (attached).

How is impact measured -

Although assessment is not required by the National Curriculum, we do have an opportunity for teachers to assess (attached) children throughout their journey at Herons' Moor. Teachers have the opportunity to offer feedback via staff meetings with regards to timetabling of lessons. The lesson plans are constantly monitored and developed by an outside agency (Future Stars Coaching) in order to stay up to date and relevant.

## Extra Curricular Activity

Intent of action -

To offer maximum opportunity to children of all circumstances to enjoy clubs and initiatives outside of school hours - allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills and build a positive relationship with physical health.

How is it implemented -

We have used some of the Sports Premium Budget to run 5 sports clubs before school throughout the week. These are free to access for pupils. We also have a host of after school clubs that can be paid for by the parents. The sports and age groups vary each term so that more children have the option to access them. The clubs are heavily promoted through letter distribution, email correspondence and presentations in class and assembly. We have also developed our lunch time provision to train older children to deliver games and have used the lunch hour to train our school teams.

How is impact measured -

The clubs are all run by teachers or professional sports coaches who use their own internal assessment and monitoring to ensure high quality provision. We have an open dialogue with them in order to align our expectations. Participation is monitored in order to make sure we are offering the best clubs that are being enjoyed by the children - and we have the

opportunity to stop clubs that aren't working well and replace them with different age groups and sports.

## **Physical Health Assessments**

Intent of action -

To understand each pupil's current level of physical health in order to offer appropriate lessons, competition and intervention.

How is it implemented -

We have used some of the Sports Premium Funding to purchase a bespoke assessment from Gymrun. The team from Gymrun come in and work with each class, working through 6 activities with each pupil. The data from the assessment is then compiled to give each pupil a colour and each pupil is awarded a badge to keep. The classes are given the data so that they can offer bespoke intervention to each pupil. The school also have access to national data in order to build a picture of our school in comparison to others. The results are shared with parents and the school community in order to celebrate the success of the children.

How is impact measured -

We can use the physical data in order to see progress of pupils. This data allows us to see how well all other interventions across the PE Department are working. The assessments and work of Gymrun are monitored by us and Future Stars Coaching in order to get the most out of the project.

## **CPD for Teachers**

Intent of action -

Build confidence throughout the staff so that they feel educated to deliver high quality PE lessons. With the staff delivering high quality PE lessons, pupils have a better opportunity to develop themselves as a whole person, build a sound knowledge of basic skills and build a positive relationship with physical health.

How is it implemented -

Teachers have access to a yearly staff meeting CPD session away from the children. This is done as a group of staff and is coordinated by an exterior provider (Future Stars Coaching). The teachers can pick a theme and then they are offered training in order to tackle that problem.

Following on from the full-staff training, each teacher is given the opportunity to work with a pair of professional coaches (Future Stars Coaching) during their own PE lessons. The term follows a structure so that teachers feel trained and empowered to deliver high quality PE lessons. The term starts with 2 lessons being led by the professional coaches. Then the next 2 lessons are team taught, and the final 2 lessons are taken by the class teacher with the professional coaches giving feedback and development points. Each teacher provides evidence of their learning journey through a feedback and information form.

How is impact measured -

The feedback and information forms are monitored by the PE Department Management Team in order to make sure teachers are getting the most out of the intervention. At the end of the year, the confidence increase (evidenced with a 1-10 scoring system) is shared with parents and the school community to celebrate the success of the intervention.

### **Competition**

Intent of action -

To give children an opportunity to develop a better sense of competition - either competing against themselves, others in a recognised environment (PE lessons for example) or against an unrecognised opponent. Increased exposure to competition will allow pupils to better develop their relationship with physical health and its ability to build traits such as humility, corporation, passion, pride and competitiveness.

How is it implemented -

Through exposure to competitions during PE lessons (at the end of each lesson children are given an opportunity to cement their learning through a structured competition). Also, children will be given the opportunity to represent their teams/houses during level I competition (during lunch times and separate interventions throughout the year). And finally, children can represent their school through level II competitions - where they come off site to compete against other schools and children. We have access to the North Somerset PE Association's competition calendar in order to timetable a list of events to attend. We have used some of our Sports Premium Funding to work with a competition manager (via Future Stars Coaching) to organise team selection, team training, logistics and communication in order to attend more events throughout the year.

How is impact measured -

The impact will be measured by anecdotal evidence, listening to pupil and teacher feedback about pupil's attitudes to competition throughout the year. We will also look at the results of the tournaments we attend and look to improve our results (both scores and relationship with events) throughout the year.

## IMPACT:

### **Gymrun Assessment**

We intend for the average pupil score to rise by 10% from the start to the end of the academic year.

Current average score across KS2 pupils =

Average score across KS2 pupil at the end of 2019/20 =

### **Pupil Voice**

We intend for pupils to have an increased understanding of our objectives as a PE Department and feel that they have made progress in those areas.

At the start of the academic year, we asked all year 6 pupils:

‘Thinking about different stages of your life, on a scale of 1-10, how important do you think it is to be physically healthy. Does being physically healthy matter?

1 = no, it’s not very important for other areas of my life.

10 = yes, it’s very important and can effect all areas of my life.”

Current average score =

Average score at the end of 2019/20 =

### **Competition**

We intend for children to have the opportunity to go to more competitions outside of school than 2018/19.

2018/19 competitions =

2019/20 competitions =

### **Extra Curricular Participation**

We intend for children to have attended more extra curricular sessions in 2019/20 than 2018.19.

2018/19 competitions =

2019/20 competitions =

### **Teacher Confidence**

We intend for teacher confidence to rise by at least 15% on average from the start of their intervention with Future Stars to the end (termly blocks of work)

Average at the start of each term =

Average at the end of each term =

### **Alternative enrichment at Herons' Moor Academy**

Samba workshop for pupils in year 4.

Country Dancing workshop.

House Competitions throughout KS2

Whole-school fitness assemblies

Swimming lessons for pupils in year 3 - with booster sessions for pupils in year 6.

Bike-ability workshops for pupils in year 6.

### **Further points:**

Children will leave Herons' Moor Academy with an understanding that sport has the power to embody all British Values including:

Democracy (voting on particular games and rules to play)

The rule of law (abiding by the rules of a match)

Individual liberty (expressing yourself through skills in a game)

Tolerance and respect for those with different faiths (playing in a team with people of mixed beliefs)

**Catering for disadvantaged groups:**

Hérons' Moor Academy actively cater for disadvantaged groups by constantly differentiating lessons for all abilities. Allowing children to lead areas of the PE subject so that all standards and groups are catered for.